BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

# CIVIC VALUES OF GEOGRAPHY

by

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(A.B., Clark, 1938)

In partial fulfillment of the
requirements for the degree
of Master of Arts

1939

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# CHAPTER I INTRODUCTION

## DEFINITIONS, INTERPRETATIONS, LIMITATIONS

## CHAPTER I

## DEFINITIONS, INTERPRETATIONS, LIMITATIONS

The essential meaning of civic values. -- In defining "values" David Snedden once made this significant statement: "Obviously the teacher must seek to affect feeling attitudes. This is true in the nature of the case, for feeling is what values consist of."[1]

In this thesis the term "civic values" connotes estimates of one's civic environment. The individual makes many estimates in a wide environment and resolves the ensuing disturbances by the best thinking available at the time. He tends to build up dynamic drives and cumulative techniques for use in examining subsequent experiences.

Childs has pointed out that a fundamental consideration of education must be concerned with the responsibility for judgements. "The educational results we seek to attain are conditioned by the values we cherish. These values are not intuitive or transcendental; they are empirical, historical, and institutional. In other words they are derived by a reflective examination of ordinary human experiences as disclosed in the myriad undertaking of the everyday social world. They express

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1. Snedden, David, School and Society, Feb. 12, 1921., p.283.

the conditions of life we prefer. Since conditions of life change, values are relative not absolute. Hence, factors of place and time are centrally important in education and no program of education is immutable. Its aim and content tend to vary as the social environment to which it is a response varies. Responsibility for judgements about the nature of the good life in relation to changing surrounding social conditions is inescapable in the work of the school."[1]

Bossing warns the schools that their educational obligations are not discharged when an intellectual awareness concerning problems of adjustment has been established. "Educator leaders have been greatly disturbed to find these cherished assumptions incorrect in experience. ---- We find among other paradoxes in the American behavior patterns: that seldom do as many as fifty per cent of eligible voters exercise franchise, that an appreciable per centage of American citizens are confirmed drug addicts and that a high per centage of college trained men and women engage in criminal and anti-social activities etc."[2] Other paradoxes in the American behavior patterns should be pointed out, such as, the almost universal lack of knowledge of things political among average American citizens and the distinctly anti-social slants held by many

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1. Childs, John L., Democracy and Educational Method, Progressive Education, Feb. 1939.
2. Bossing, N.L., Progressive Methods of Teaching in Secondary Schools, Houghton Mifflin Co., 1935.

otherwise well-intentioned Americans on religious and racial questions.

These shortcomings and others point to a crying need for the educating of the "what is"[1] of mankind. The "what is" is more important in its contribution to better behaviors among men than the "what knows" and what does", especially in the light of what Dr. Briggs and other educators have disclosed about emotionalized attitudes. "Common and potent as emotionalized attitudes are in influencing action, directly or through the coloring of intellectual processes, they are seldom brought into the focus of intelligence and, as our particular concern here they have not been an important concern of curriculum makers."[2]

Bossing recognizes three functions of the secondary school, which are in their essential nature concerned with an adjustment and rectification of the "what is" of secondary school boys and girls:

1. a directive agency for adaptation to the environment in which the child has been born.
2. the school must assume responsibility for the development of new interests aspirations and power to sense new values, both individual and social, the attainment of which must inevitably bring new permanent satisfactions and cause

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1. Browning, A Death on the Desert.
2. Briggs, T.H., Curriculum Problems, Macmillan, New York, 1926, Chapter II.

society to reach even higher levels of living than even now enjoyed.

3. an important function of the school must be concerned with the development of the affective nature of man.[1]

If integration, defended since the days of Colonel Parker as the paramount function of education, is to function effectively it must become more than a shorthand word used to designate group adjustment. Integrating refers to continuous, intelligent, interactive, adjusting of school boys and school girls of heterogeneous backgrounds.[2] Integration has for its end result intelligent behaviors of individuals in large group relationships.

It needs to be pointed out that integration is a mode of participation and growth, and that it requires a judgement regarding values, for the process of integration is not automatic. The attainment of intelligent estimates of civic surroundings is of paramount concern in a democracy such as ours with its heterogeneity of ideals and attitudes among different groups. The teaching of civic values is a responsibility which our secondary schools must not lightly assume. Society should not be expected to support an educational program unless that program is productive of civic values.

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1. Op. cit., pp. 14-17, Bossing, N.L.
2. Hopkins, Thomas L., Integrations: Its Meaning and Application, D. Appleton-Century Co., N.Y., 1937.

Geography as a school subject. Our environment is a series of cause and effect relationships. Geography as a school subject is an interpretative study of the relationships of man to his natural environment. "The phrase 'relationships of man to his natural environment' implies explanations of how the characteristics and cultural assets of specific groups of people, and the aspects of the specific physical, floral, and faunal environment in which they live are factors in the development of population patterns, of specific types of utilization of natural resources, of the landscape features that manifest those types, of specific ways or habits of living, and of patterns of the distribution of such types and features."[1] As a field of thoughtful knowledge geography should show our youth the interdependence of men, while it shows their common dependence on nature. As a school subject geography places a fundamental philosophy into the minds of young students; it draws their attention into the channels of consideration and tolerance, as well as into the realm of understanding points of view other than those which they hold as a result of their own limited experiences.

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1. Parker, Edith Putname, Investigating the Curriculum in Geography, The Thirty-Second Year Book of the National Society for the Study of Education, pp. 95-96, Public School Publishing Co., Bloomington, Illinois, 1933.

## The Scope of Geography

The scope of geography takes into consideration:

(a) The manifold needs of mankind and the uses made of environment;

(b) The relationships that obtain between the organic and inorganic worlds;

(c) The forces organic and inorganic which have changed the earth's surface;

(d) The common dependence of the life and occupations of any locality upon the resources of the natural region of which it is a part;

(e) The interdependence of the peoples within the community, the state, the nation, and the world.

In his courses of study and in the construction of this thesis the writer found a need for rediscovering the range to which the study of geography extends itself. Geography is in a process of evolving toward the social or humanistic stage of its development.

The scope of geography now takes into consideration the reciprocal relations which obtain between man and his environment; it is <u>not</u> merely the study of the influence which the land exercises on its people, but also the comprehensive study of the reaction of the people on their own and on other lands.

Geography has passed far and beyond the descriptive stage of development. Too long was geography confined to

being merely a description of the earth. The hold of that traditional phase still exerts a powerful incluence on geographical writings and on geography teaching.

The functional role of geography in societal relations, more especially, in the lives of the average stay-at-home citizens, has never been fully revealed. Clearly there is a need for geographers and geography teachers to search in their respective studies of geography for all of the implications and practical values. The vast range of the subject must be more fully explored.

The Problem of the Thesis. The central problem of the thesis is to discover a way of teaching geography which will present senior high school students, our citizenry of tomorrow with more tolerant and understanding "estimates" of their environment. This problem is most largely concerned with finding civic values in secondary school geography, and in bringing these civic values to the foreground in the teaching of geography. For convenience we may consider the problem of finding civic values of geography in a five-fold way:

(a) recognizing the lack of tolerant understanding of foreign peoples in other lands by the average American citizen;

(b) recognizing the lack of common ideals and attitudes among many American citizens;

(c) recognizing the shortcomings in the teaching of geography -- more specifically the complete neglect of its inherent elements of civic education;

(d) recognizing specific shortcomings in geography texts used in senior high schools;

(e) determining what civic values may be derived from the teaching of geography; and what may be done to remedy the specific shortcomings of geography teaching and geography texts.

Previous similar studies

Miss Rena Decatur made a comprehensive study of the civic values in the Social Studies. In this study the author found that the teaching of geography should present as a fundamental civic value a broad and understanding view of foreign peoples.

Dr. Bessie Pierce made a comprehensive study of the civic attitudes in American school textbooks.[1] The study was based upon Dr. Pierce's examination of four hundred texts in common use. These volumes consisted of history, civics or citizenship, sociology, and economics sometimes called "problems of democracy," geography, reading, music, and foreign languages commonly found in the elementary grades and in junior and senior high school. These books were carefully analyzed with a view to ascertaining significant attitudes toward important phases of civic life in America. The list of geography books analyzed consists of forty five books of which only nine are secondary school textbooks. This relatively small number contrasts sharply with Dr. Pierce's more thorough analyses of history (97 books), civics, (67 books) and readers (109 books). The major conclusions derived from the analyses of geography text books used in both the elementary and secondary schools are:

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1. Pierce, Bessie L., Civic Attitudes in American School Textbooks, pp. 253-54, Univ. of Chicago Press, Chicago, Illinois, 1930.

Geography textbooks portray far less of the controversial issues than do other social study books;

When they depart from a discussion of physical features, geography textbooks deal largely with trade relations and the customs of peoples:

Some geography textbooks trace the descent of the people of the United States showing the influence of various nationalities upon American political and social institutions and life;

On the whole, there is far less reading material tending toward civic education found in geographies than in other school textbooks.

It was not the purpose of the study to advocate what the content of textbooks should be. Dr. Pierce set forth the facts. Some of these actualities, however, reveal what possibilities are open to geographers for constructing geography textbooks which will have materials of greater civic value.

# CHAPTER II

## THE STATUS OF GEOGRAPHY IN SECONDARY SCHOOLS: REASONS FOR ITS DEPLORABLE CONDITION

# CHAPTER II

## THE STATUS OF GEOGRAPHY IN SECONDARY SCHOOLS: Reasons for its deplorable Status

The present status of geography in secondary schools--

Data gathered by the office of Education for 1934 reveals that of 17,758 schools reporting subject registrations for that year to the office of Education, 5,002 were offering instruction in geography. The registrations in geography were as follows: in 7th and 8th grades, 362,637 pupils were registered in geography classes; this is 33.6 per cent of the total number of students enrolled in the 7th and 8th grades reporting. In the last 4 years of high school, 94,048 were enrolled in geography classes; this is 2.1 per cent of the total number enrolled in the high schools reporting.

One needs to bear in mind that much of the geography is now taught in general courses called social sciences or by some similar name. These constituted 22.5 per cent of the total enrollment in grades 7 and 8 and 2.5 per cent of total enrollment in the last 4 years of high school.

The precipitous drop in the status of geography in the last four years of high school is revealed in the table of registrations for subjects between 1895 and 1934 as published by the Office of Education. The following table adapted from the Office of Education Reports graphically presents the rapid decline of geography in the high school curriculum.

Registrations in High School Physical Geography 1895-1934

Table I.

| No. of Students Enrolled | Year | Percentage of total Student enrollment* |
|---|---|---|
| 8,300 | 1895 | 23 per cent |
| | 1905 | 21 per cent |
| | 1910 | 19 per cent |
| 169,000 | 1915 | 14 per cent |
| | 1922 | 4 per cent |
| | 1928 | 2 per cent |
| 71,395 | 1934 | 2.1 per cent |

A less discouraging but no more hopeful outlook may be seen for the commercial geography status in the high schools as shown by table 2.

Table II.

Registrations in High School Commercial Geography

| No. of Students Enrolled | Year | Percentage of total students enrolled* |
|---|---|---|
| 36,616 | 1922 | 1.7 per cent |
| 140,000 | 1928 | 4.8 per cent |
| 178,408 | 1934 | 3.9 per cent |

*In schools reporting registrations in subjects to Office of Education.

## REASONS FOR THE DEPLORABLE CONDITION OF GEOGRAPHY IN THE HIGH SCHOOLS

The results of the study of the status of geography in the secondary schools revealed that geography was offered to 33.6 per cent of the total number of students enrolled in the seventh and eighth grades of the schools reporting registrations to the Office of Education in 1934. Other studies show that geography is offered to an even greater percentage of students in our elementary grades. In the last four years of high school, however, there is an almost complete drop-out of geography subjects; of the total number enrolled in high schools reporting registrations only 2.1 per cent were registered in geography subjects.

The author knows of no single valid reason why geography subjects should be almost completely eliminated from the curriculum lists at the beginning of the high school level. The above phenomenon is not reasonably accounted for.

There are, however, contributory reasons for the deplorable condition of geography in the high schools. Chief among these is the fact that geography is not being taught by teachers who are adequately trained in the subject field. The lack of well-trained teachers in the schools which have geography on their curriculum lists has been noted by Miller in his study of the preparation of geography teachers. "There are many well-trained teachers in our elementary and secondary

schools, but available data show that approximately twelve per cent of the departmental teachers of the country ----- have had no geographic training beyond the grade level in which they are teaching."[1]

A questionnaire survey reported on by Herman Levi disclosed some likely causes for the ineffective teaching of geography in the schools of New York City. "The survey indicated that the ineffective teaching of geography may be due to inadequate time allotment, insufficient number of specialists trained to teach the subject, the teacher's or supervisor's lack of interest in teaching geography as a separate subject, too great a spread of geography classes among teachers regardless of interest or licences, lack of utilization of current magazines as a teaching aid, and the lack of travel and professional training among geography teachers."[2]

The sailor type of geography (memorizing the seas and seaports, capitals and countries, and other place names), persists as a traditional way of teaching geography in spite of the urgent pleas for a "declaration of independence"[3] from that method of teaching on the part of leading geographers. The teacher of geography must see how the geographic thread weaves through all of the activities of man-kind. It must be granted

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1. Miller, Geo. J. "Preparations of Geography Teachers", Education, January, 1935, P. 262.
2. Levi, H.S., "Ineffective Geography -- Why?" High Points, 20:74-77, May, 1938.
3. Smith, J.Russell, "Geography and Our Need Of It" Am. Library As., Chicago, 1928, p. 1.

that not very much of real geography teaching can be expected from many of the geography courses at the high school level. The author wishes to point out the need of an even closer relation between what geographers have expressed as the objectives of geography teaching and the major functions of secondary education. From his own observation the author finds that the significance of geography in broadening the sympathies, and clarifying the vision of a democratic citizenry is quite lost sight of by those who are teaching the subject. Geography is in a perilous position in our high schools at the present time. It would seem to be vitally necessary for geographers and educators who are interested in its future welfare, to define very clearly the true position of geography subjects in relation to recent educational tendencies. "The progress of geography in secondary education within the immediate future likewise depends upon the ability of educators and leaders in the geography science to read the signs of the times."[1]

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1. Foster, Alice, "The Evolution of Geography as a High School Subject," Education, Jan., 1935, p.292.

Table 3. The Various Qualities of Nationalities Described in Geography Textbooks Used in Secondary Schools

| Nationalities | Textbooks | Social-Civic Qualities Described |
|---|---|---|
| Russians | Robinson, E.V.<br>McMurry and Parkins | illiterate, reverent, oppressed |
| Swiss | Smith<br>Brigham and McFarlane | industrious, skillful, "have an independent spirit" and "a high degree of civilization." |
| Turks | Carpenter<br>Tarr and McMurry<br>Robinson<br>Smith<br>Huntington and Carlson | have tried to check progress as much as possible; a fierce, yellow race; cruel and backward; "have desolated and polluted with robbery one of the fairest lands of the world."<br>Turkish politeness and hospitality. |
| Danes | Tarr and McMurry<br>Smith | thrift, industry, education |
| Belgians | Tarr and McMurry | "brave" |
| Finns | Tarr and McMurry | thrift, industry |
| English | Whitbeck, R.E.<br>Packard and Sinnot | natural seamen, colonizers, inventors, merchants, manufacturers and financiers; energy, tenacity of purpose, statesmanship, intelligence, genius, industry and progressiveness |
| French | Robinson, E.V.<br>Whitbeck, R.E.<br>Packard and Sinnot | intelligence, artistic taste, culture, thrift. "characterized by a love of pleasure, a love of beauty and quality in the goods they produce, an ardent devotion to their country, and remarkable thrift." artistic taste. |

Tabulation (continued)

| Nationalities | Textbooks | Social-Civic Qualities Described |
|---|---|---|
| Germans | Packard and Sinnot<br>Whitbeck, A.E. | conservation activities, progressive, scientific, and skill in industry, strong national spirit; "as workers the Germans are slow, plodding, patient, skillful, and methodical with a skill for organization." "The Germans as a people are industrious, thrifty, energetic, and obedient to authority;" intense devotion to scientific methods; cooperation of science, capital and government; her rulers took a course which led to war. |
| Italians | Whitbeck, A.E.<br>Packard and Sinnot | their illustrious past<br>past contributions to art and music; favorite dish is macaroni |
| Lithuanians, Latvians, Poles and Esthonians | Smith<br>McMurry and Parkins<br>Packard and Sinnot | love of liberty |
| Eskimos | Fargrieve and Young | "dirty" |
| Irish | Carpenter<br>Smith<br>Whitbeck | very great sense of humor; (of those coming to the U.S.A.) a great interest in politics and government |
| Magyars | Tarr and McMurry<br>Carpenter | strength, bravery, patriotism, pride and hospitality |

Survey of Textbooks Used in the High Schools

It would seem to be the consensus of opinion among many of the geography teachers that there is a definite need of a revision of geography textbooks for use in the high schools. Dr. Bessie Pierce's survey of geographies for "civic attitudes" indicated specific shortages which should be brought to the attention of teachers who have been using those types of books over a long period of time.[1]

The author compiled a tabulation of the qualities used in describing the various nationalities of the world from the above survey of geographies for civic attitudes. The books were selected from those which would be adaptable for secondary school use. Other geographies, which the author selected and examined for civic attitudes, were added to the tabulation.

It seems quite obvious to the writer that the qualities and activities of people described in the geography textbooks here selected have very little of civic value. Indeed the emphasis on the differences in racial origin, and on historical blemishes of nationalities may help to mold a doubtful opinion in the minds of young students concerning some nationalities. The tabulation (pages 16 and 17) would seem to indicate the immediate need of a revision of geographies in order that geography may take a more active part in civic education. Geographers and teachers must first become aware that

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1. Pierce, Dr. Bessie, op. cit. pp. 253-54.

there is very little evidence of civic materials in secondary school geographies. From the author's experience with other high school and college geography textbooks, the conclusions of Dr. Pierce concerning school geographies would seem to hold true for most of the textbooks used at the secondary and post-secondary level.

Many of the attitudes which American citizens hold are the result of geography instruction in the school and knowledge gained from textbooks. Thorndike indicated that paternalism is an evil effect in civic life frequently fostered by geography lessons.[1] If the geography lessons stress the many differences among peoples, it will not be surprising to find the pupils in the school expressing opinions which show that they regard whole races and nations with suspicion, hatred, or fear. Other experiences add to the wrong slants which the future citizen may build up over a period of time. "The average man's notion of a Frenchman, or of a German, or of an Irishman, or of a Jew, is gotten not from extensive personal observation but from anti-types supplied by versifiers, story-tellers and playwrights," says Carleton Hayes in his "Essays on Nationalism."[2] The attitudes engendered toward other peoples through a reading of our common school textbooks must, in many cases, redound to their ignominy in con-

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1. Lasker, Bruno, "Race Attitudes in Children" Holt, N.Y., 1929, Chapter XIII "What Children Learn at School: Geography"
2. "Essays on Nationalism," Charles Scribner's Sons, N.Y., p.67.

trast with the glory of America.

The author constructed a list of the specific shortcomings which he found in his survey of geography textbooks used in the high schools. It would seem to be necessary to recognize the following shortcomings of geographies in order to advance a positive program for teaching geography in the high school. These shortcomings may, in turn, be changed into a battery of objectives for realizing the true civic values of geography.

Shortcomings of Geography texts in Secondary Schools

1. Too much concerned with revealing differences between peoples rather than pointing out the vastly greater number of likenesses which exist between them
   a. For example, four out of six texts point out that a negro is black rather than that he is a man
   b. The emphases on differences helps to set up racial prototypes -- in many cases distinctly anti-social types (e.g. the backward Brazilian in Whitbeck and "the terrible Turk."
2. Not enough material devoted to the activities which serve the needs of various peoples and which tend to promote favorable trade relationships between peoples of different countries.
   a. More discussion of the problems of the world is needed.
   b. The basis of "favorable" trade relationships should be mutual satisfactions rather than financial aggrandizement on the part of the most favored nation.
   c. The texts are usually devoid of human activities
      (1) If they concern themselves with human activities they invariably illustrate how different groups of people are different from other groups.

(a) Even when differences are needed in the geographic viewpoint, these differences of habit, language, outlook, and so on, among peoples could be referred to as giving to the world that necessary variety which means vitality to the world community ~~and~~ and providing us with necessities for our own well-being.

3. Geography texts are preoccupied with factual knowledge.

a. Knowledge in itself is not enough.

(1) There must be present an emotional attitude of mind favorable to understanding, sympathy, respect and tolerance.

(2) It is not the thing seen altogether, but the attitude of mind of the onlooker that largely decides the conclusions about such matters

For example, the American soldiers learning at first hand in France about the French people did not always learn to like them through closer knowledge

(3) Geographic principles stated and illustrated with a view toward improving or changing emotionalized attitudes of children will lead to unprejudiced appreciation and understanding of "foreign people."

## Text Book Analysis -- Recommendations

The problem of improving geography texts for the secondary school may be set forth in a five-fold way:

1. We want to know how we can make the content of geography texts more human: how we can put human life in the center of the geographic stage.
2. We want to know how we can influence the social attitudes, emotions and conduct of the individual student through the geography text.
3. We want to know how we can give geography a moral and social significance in the lives of those who study it.
4. We want to know how to promote cooperation between races, nations and peoples; how through geography we can bring about an increased tolerance, sympathy and spirit of helpfulness toward people of other lands.
5. We want to know how geography may be taught to ensure the perpetuation of democracy without confusing that goal with selfishness and aggrandizement.

# CHAPTER III

# THE CIVIC VALUES OF GEOGRAPHY TEACHING

## The Civic Values of Geography Teaching

According to the Commission on the Social Studies of the American Historical Association, "The main function of the social studies is the acquisition of accurate knowledge of, and informed insight into, man and society; that of social science instruction is the transmission of such knowledge and insight with attendant skills and loyalties, to the individuals composing society."[1] With such an avowed intention the program would seem to be adequate, "save for the fact that it has contained almost no geography; and this has been equally true where the social sciences have been taught as separate subjects or as a unified or integrated study. In large part, this inexcusable neglect has been the result of the general geographic illiteracy in America, a matter which extends all too often to the social scientists and curriculum makers themselves. To an extent not easily determined, it has also been due to the shortcomings on the part of geographers and teachers of geography in meeting current social needs."[2]

The central problem of the thesis has been described as discovering a way of teaching geography which will present senior high school students, our citizenry of tomorrow, with more tolerant and understanding estimates of their environment.

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1. Commission on the Social Studies, American Historical Association, "Conclusions and Recommendations," Charles Scribner's Sons, N.Y., 1934, p. 7.
2. Renner, George T. and Conrad, E.L., "Geographic Concepts in Secondary School Education," School and Society, January 1, 1938, p. 7.

In order to advance a positive program the writer found it necessary to recognize many of the negative qualities in the geography programs of the high school. While admitting the lack of suitable textbooks for some of the geography programs, the writer is prone to place the responsibility for the shortcomings in the program as a whole, squarely upon the shoulders of the individual teachers.

The writer's observation of geography teaching in the high school has indicated specific shortcomings on the part of individual geography teachers. The shortcomings are not entirely due to fundamental weaknesses on the part of the teacher; for most of these shortages represent the need of a revision of the units of study set up by the individual teachers. Some geography teachers fail to define any objectives for their geography courses. They follow the one text of the course slavishly and depend on the questions at the end of the chapters to bring out the information of the chapter. The texts in many cases are fifteen or twenty years old and far behind the present currents of thought. Other teachers set up objectives which represent, individually, find examples of objectives for geography courses. But the writer has found that these teachers are not utilizing enough of the materials in geography which have potential civic values. The fundamental understandings of geography needed by the average citizen in order to fulfill his responsibilities of citizenship are not being developed in many of the high

school classroom situations which the writer has observed. The subject as it is being taught in many high schools bears no relationship whatsoever to the responsibility of all our secondary schools in training for better American citizens. The writer is fully cognizant of the fact that many teachers are teaching geography in a manner that will make a definite contribution to the task of educating for better citizenship. Those teachers deserve great commendation for their service. The writer's immediate concern, however, is the improving of geography instruction in the high schools where the part of geography in civic education is not being adequately undertaken.

Shortcomings should be recognized by the individual teacher. In all probability, he needs to make a new approach to the problem of presenting our senior high school students with more tolerant and understanding estimates of their immediate and probable environment of the future.

As a prerequisite to the new approach to geography teaching mentioned above, the geography teacher needs to become alert to the manifold civic values of geography. The writer advances a fundamental contention here, i.e. that geography has a distinctive contribution to make to the programs of civic education in our high schools. This contribution has not been completely analyzed in the past, nor has it ever been fully incorporated into programs of civic education in the high schools.

Geography teachers have the right to insist upon the inherent values in the distinctive point of view of geography. All of these values - intellectual, civic, and vocational - must be brought clearly to the foreground of geography teaching if geography is to make a place for itself on the high school curriculum. When this task has been fully accomplished geography should be allowed to stand on its own functional content and say to the other social sciences, particularly on the secondary school level: "My most recent trend has been in your direction. My feet are in the natural sciences to a large extent, but my function is in the social science field. In the past I have been guilty of most of the charges you have hurled against me. But those days are gone now. With my newer points of view, I think I have something. At one time you, too, had to fight for recognition on the curriculum lists. Now you have arrived. You know the situation. Won't you please move over?"[1]

The following are what the author considers worthwhile civic values in the teaching of geography. The teacher of geography should consciously strive toward giving our future citizenry the means for establishing more tolerant and understanding estimates of their environment. An awareness of civic values may well be the first step in this type of teaching.

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1. Merriam, W.B., "The Distinctive Contribution of the Geographic Point of View," Education. January 1938.

An obvious goal of all geographical study is to lead the student to what is frequently called "thinking geographically."[1] By this is meant chiefly "the practice of thinking in terms of the relationships between man's activities and the natural environment, but there is also meant the habit of viewing all social phenomena against their areal setting or background."[1]

From this foregoing definition it is possible to delineate a distinctive civic value of geography. Briefly and simply it is this. Geography teaching in its most modern sense makes for habits of thinking in terms of geographical understandings concerning many of the social phenomena about us. It leads the student to be aware of "patterns" in the environment development and to be cognizant of the geographic factors which have conditioned them. John Dewey probed the core of this value when he said: "Nothing is more striking than the difference between an activity as merely physical and the wealth of meanings which the same activity may assume ---- To 'learn geography' is to gain in power to perceive the spatial, the natural connections of an ordinary act ---- The function ---- of geographical subject matter ---- is to enrich and liberate the more direct and personal contacts of life by furnishing their context, their background, and outlook ---- The meanings with which activities become charged concern nature and man ---- With every increase of ability to place our doings in their

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1. Hartshorne, R., "Geography for What," Social Education, March 1937, p. 172.
2. Renner, G.T., op. cit., p. 8.

time and space connections, our doings gain in significant content. We realize that we are citizens of no mean city in discovering the scene in space of which we are denizens, and the continuous manifestation of endeavor in time of which we are heirs and continuers. Thus our daily experiences cease to be things of the moment and gain enduring substance."[1] Geographical thinking helps to make the pupil at home in the world and introduces him to the responsibilities of membership in the higher citizenship.

Dr. Wallace Atwood once gave, in brief compass, a statement of Geography. That statement was as follows: "Geography has the responsibility of introducing the young people of one country to the people of other countries; and upon the nature of that introduction depends, in large measure, the public opinion in one country of the people in other countries."[2] To a great extent geography can also serve to inculcate a true religion of tolerance and understanding and appreciation among the peoples in our own United States. Racial prejudice has been the big brother of class distinction in our school life as well as our civic life. The Southern European, Negro or some other young person of "non American" extraction has often felt the cutting sting of class or racial distinction because of lack of understanding among his otherwise

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1. Dewey, John "Democracy and Education, Macmillan, N.Y., 1916, pp. 243, 244, 246-47.
2. Atwood, W.W., "International Understanding Through Geography" Education, January 1932, p. 252.

well-intentioned school fellow. Geography has here a fine oportunity for destroying this un-American influence. A second civic value of geography can be brought to the foreground of geography teaching, i.e., geography makes for interracial understanding and the formation of desirable mental habits, as regards attitudes toward persons and groups of strange appearance, language or manners. Geography inculcates the three great virtues of the citizen of the world. "(1) Geography establishes respect by showing that the foreigner can do many things which we cannot do, and can do many things well which we do but poorly. ---- Each nation has its own contribution and its own particular value. "(2) Geography establishes sympathy by showing that the foreigner is engaged in the same tasks that we are. His problems are our problems and ours are his. ----- "(3) Geography promotes understanding by showing that foreigners are different but not foolish. Geography shows that differences in clothes, customs, and modes of thought are the natural results of the position and problems of the foreign people."[1]

We must have social starting points for putting across above understandings. The social starting points are in the American scene. "A boy of Italian extraction becomes Lieutenant Governor of the Empire State", reads the heading in a newspaper. There

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1. Smith, J. Russel, "Geography and the Higher Citizenship" Baltimore Bulletin of Education, (Sp. Geography Number) April, 1925, pp. 6-10.

is an example of a social starting point to be seized upon for the geography lesson. Too many times in our classes we stop short of real, concrete results at which we should aim. There is need of a vital understanding of the people in our midst. The Irish policeman, the French head-waiter, the Polish baker, the Jewish merchant, the Negro boy at the elevator, -- all of them and many more belong to the American scene; and they have contributed something distinctive to this American scene and to the common altar of civilization. It is a fundamental purpose of geography to build within the minds of the growing generation a fair estimate of the values of the different national and racial contributions.

The foregoing civic values may be an inherent part of many geographical studies whether they be entitled world, regional, economic, industrial or political geography.

But it is in the sphere of human geography that the greatest hope for a vital understanding of people may be placed. This subject presents by indirect means the closest possible contact with the points of view of other people, because it unfolds the life and customs of the people. The culture of a people is many sided and needs to explained from the human geographical viewpoint. Through intelligent treatment of the subject the pupil comes to know that customs which appear strange-even revolting -- to us have not originated in the love of queer and revolting things, but are capable of being understood.

The teaching of economic geography can impart many civic values. Of major importance is its value in developing a growing power to estimate and grasp the economic and cultural interdependence of regions and peoples. Our breakfast, dinner and supper tables are shown to be dependent on the products of other nations for their daily replenishment. Students of economic geography must become acutely aware of what foreign peoples are doing for us.

The progress of a nation is shown to be dependent on the wise adjustment of its citizens to geographical factors. The influences of a good, stable government, adjustments to climate, nearness to large markets and cultural centers, scarcity or abundance of raw materials, and other economic geographical factors are primary and secondary determinants in the welfare of each citizen and in the well being of a nation.

As the students diagnose the geographical factors in the prosperity of their country, a patriotism based on sound reasons would logically develop. They have seen that the basis for the prosperity of their country rests upon the wise adjustments which have been made by its citizens. The students might conceivably develop also a civic pride in the agricultural or industrial development of their home region. At the end of the economic geography course the students should have developed an appreciation of their country's problems with relation to the rest of the world.

Many indirect civic values may be found in commercial,

industrial, occupational and other economic geography subject divisions. The writer is of the opinion that economic geography teachers have not made full use of the wealth of occupational information in their subject materials. Vocational guidance is becoming more and more a matter of great civic importance. A separate unit on occupations would be a distinctive type of civic service in any economic geography course.

The high tension which exists at the present time in world politics is causing a furore not only among the nations' diplomats, but is provoking also much consternation and second-guessing in the minds of our average citizens. The writer has observed the influence of hazardous and piece-meal thinking breaking out in the social studies and history classrooms after a reading and discussion of the weekly news review. Indicative of the maleficient influences mentioned above, was this question recently raised in a classroom after a discussion of the current events: "Have not dictator countries the right to steal back what belongs to them?"

In the opinion of the writer there is need of political geography as a basic pillar of civic education for giving our high school boys and girls a rational interpretation of world politics. A distinguished educator has pointed to its value in acquiring the world citizenship point of view." There are some aspects of political geography which are decidedly worth teaching from the point of view of world civic efficiency. Of particular value is the teaching of unbiassed facts concerning

the controversial issues of political geography, It is of no avail to hide the facts that nations have disputes to settle --- A knowledge of these issues will be of great value to the child in his later civic life, and even of greater value will be the habit of collecting facts before forming opinions."[1]

A balanced point of view is a vital part of the equipment for citizenship in this world of change today. Geopolitics as a new and distinctive branch of geography offers promise of doing even more than political geography in presenting a more rational interpretation of world changes. "One-sided juristic thinking has been responsible for many of the misconceptions and ill-adjustments in our political world, because (as Kjellen said) it preferred to put the state on paper instead of on solid ground. It is the goal of geopolitics to remove this short-coming in the training of state functionaries, as well as in the education of a more enlightened citizenship."[2]

Political geography as a study "of political occurrences as conditioned by geographical factors"[3], is distinctive from this new development in geography. R. Hennig, a representative of the German political school makes the following distinction: "Political geography deals with shape and organization of a static condition; whereas geopolitics investigates the movements

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1. Carr, W.G., "Education for World Citizenship," Stanford Press, Stanford University, Cal., 1928, p. 140.
2. Schitzer, Ewald, "Geopolitics as an Element in Social Education" Harvard Educational Review, October 1938, p. 508.
3. Ibid.

of national life tending to transform existing conditions."[1] The "state" is shown to have a birth (even the act of christening can be found in the formal diplomatic recognition of new states), growth, reproduction, old age and death. Schnitzer has examined the aims of socio-civic education, and has found that geopolitic interpretation can serve them. The aims as he sees them are three-fold, "Socio-civic education aspires to the development in pupils of (a) an understanding of the major national and international problems. (b) an unbiased judgment of political necessities and possibilities and (c) the creating of an atmosphere that may make possible more constructive policies."[2] Geopolitics answers these aims in the following ways (1) the different ways in which a state "grows" are revealed (2) an "awareness" of the state (or civic consciousness) is awakened. (3) the civic "morality" of the state is held up before the pupil and "wise adjustments" are compared with possible maladjustments in the life cycle of the nation or of other nations. (4) geopolitics makes practical application of geographical teachings to political developments which are always appealing to the adolescent mind. (5) geopolitics diagnosis the interrelation of geographical situation and political alliances.

The combination of political geography and geopolitics

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1. Ibid., p. 509.
2. Ibid., p. 507.

as an integrated subject called international geography would serve the teacher in offering pupils a rational interpretation of the political developments in the nations of the world. This subject would promote vital civic values, as for example, a rational interpretation of the news of the world.

A further civic value of all geographic studies has been verified by the conclusions of an objective investigation.[1] Geography has been shown to develop an ability to enrich the reading of current literature through an understanding of the interrelations of political, economic and natural environmental conditions.

Geography is the best medium in civic education to root the formal and symbolic elements (with which civic education is overcrowded) in more rational and scientific ground. There is real danger in a sloganized citizenship. High school boys and girls resent the "act" of continually accepting the responsibilities of citizenship on formal statements. The act becomes mere mimicry. There is need for a scientific study of cause and effect to dramatize the responsibilities of citizens.

In geography pupils find real explanations of real things. The subject strikes into problems close to the view of American citizens. The conservation of natural resources, for example, is a phase of social control that strikes very close to the foundations of public welfare since it deals with the primary determinants of individual and social life. The general

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1. Robbins, Floy, "Can Geography Contribute to an Interest in and an Understanding of Current Magazine Articles," The Thirty-Second Yearbook of the National Society for the Study of Education, Public School Publishing Co., Bloomington 1933 pp. 564-565.

aim of any unit or course in conservation should be "to introduce the problems of conservation in such a fashion as to challenge the student and instill in him a desire to participate actively in their civic solution."[1] The civic values of such a unit or course in geography are manifold. Geography as such imparts an understanding that in order to conserve democratic government we must have more efficient, cooperative planning to avoid waste and destruction. It shows that a public policy is necessary but that this policy must be efficiently planned in the light of geographic factors in order to realize a true conservation policy. A unit of conservation in geography, or as a distinctive course helps also in realizing the civic value suggested by Moore or "recognizing the government as an organized means of securing protection from forces which might hamper or destroy."[2] Many concomitant civic values are rooted in a study of conservation. It imparts a better understanding of the value of natural resources and the need for wise use of them. This study will likewise impart an understanding of how man's own characteristics (good and bad), political factors, stages of development inherited institutions, and other human factors, enter into his adjustment to the natural resources in a given region. This course or unit in geography will promote

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1. Renner, George T., "Conservation as a Unit of Study in Geography," Education, January, 1938, pp. 283-90.
2. Moore, Clyde B., Citizenship Through Education, American Book Co., N.Y., 1929, p. 72.

a desire to assist in bettering social and political adjustments growing out of existing practices in utilizing the natural environment. If set up with direct civic objectives in mind, arising out of the geographical point of view, the study is capable of encouraging the habit of recognizing that changes in man's cultural and natural environment must be expected and as such should be anticipated. This study may stimulate a critical though constructive attitude toward, and interest in government and civic problems. The need for conservation in the schools was well stated by a government spokesman. "Why do we not teach conservation in our schools? Is the waste and pillage and threatened physical destruction of our country less important than the names of State capitals? Or is conservation so new a subject, so novel a thought, that we are incapable of expressing it in simple language, either for children or adults? Must knowledge be old, with long white whiskers, before it is knowledge fit to be acquired? "Carry this problem into the schools, carry the reality of it into the schools in living words and phrases, not as dry-bone generalities, and the problem would be solved within a generation."[1]

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1. Ickes, Harold J., "Conservation and Democracy", Address before the Convention of American Association of School Administrators, Feb. 27, 1939. (Editors' Manuscript).

## Summary

The writer wishes to summarize and indicate the relative worth of the civic values of geography teaching mentioned above for our programs of educating for citizenship.

(1) Geography teaching leads to "thinking geographically." The latter civic value helps to form rational means in the students' minds for understanding and estimating the worth of social phenomena. The phenomena are studied and always placed in their proper areal setting. A more balanced type of citizen will, hopefully, be developed.

(2) Geography teaching makes for better interracial understanding and the formation of desirable mental habits, as regards attitudes toward persons and groups of strange appearance, language or manners. This is of paramount importance in a democracy such as ours with its heterogeneous racial elements. Better school and civic relationships will, hopefully, be developed among our future citizenry.

(3) Geography teaching builds within the minds of the growing generation a fair estimate of the cultural contributions of the various races and nationalities. International understanding will be developed only when the future citizenry of the world have an intelligent understanding of one another.

(4) Geography teaching developes a growing power to estimate and grasp the economic and cultural interdependence of regions and peoples. That type of teaching will, hopefully, lift the pupils above a narrow sectionalism and fortify them against race prejudice.

(5) Geography teaching fosters intelligent patriotism in students by showing them rational reasons for the "genius" of the nation. Wise adjustments are shown to be necessary for the well-being of any nation.

(6) Geography teaching develops an appreciation of the relationship of the country's problems to the problems of the rest of the world. The policies and ideals for which the country stands are rationally contrasted with policies and ideals in other parts of the world. The future citizen is thus enabled to exercise an intelligent judgment of civic affairs, and is equipped with certain techniques needed in citizenship.

(7) Geography teaching furnishes a wealth of occupational information in guiding our future citizenry into occupations for which they may be best adapted. This is a matter of prime civic importance.

(8) Geography teaching presents our boys and girls with means of understanding the news of the world. The great amount of propaganda and wishful thinking which circulates among many American citizens

necessitates a scientific treatment of diagnosing the news of the world. Habits of collecting facts before forming opinions are encouraged by geography teaching. Students will, hopefully, acquire a familiarity with geographic facts which they will use as a basis for combating charlatanism in the performance of their responsibilities as citizens.

(9) Geography teaching imparts an understanding and civic awareness that in order to conserve democratic government we must have more efficient planning to avoid the waste and destruction of our natural resources.

(10) Geography teaching imparts a better understanding of the value of the public's resources and the need for wise use of them. A zealous regard for public goods may be encouraged in geography teaching.

(11) Geography teaching helps also in realizing the civic value of recognizing the government as a force for the good in preventing exploitation of our natural resources.

(12) Geography teaching encourages the habit of recognizing that changes in man's environment must be expected, and as such should be anticipated. In an era of change geography encourages ideals and habits which are necessary for meeting those changes.

If geography is to have a functional part in the civic educational programs of the high schools, geography teachers must become increasingly aware of the inherent elements of civic value in their subject field. The objectives of their subject matter courses should be thoughtfully set up in terms of the fundamental civic values found within their respective courses. Geographic material should be selected which has the greatest civic value.

The outlines of a new program for geography teaching will be set up in the section following.

# CHAPTER IV

# THE OUTLINE OF A NEW PROGRAM

# CHAPTER IV

## The Outlines of a New Program.

A Basic Considerations

1. All contentions with regard to the proper place of geography in the high school curriculum must be viewed as expressions of opinion or as working hypotheses until proof of their validity shall have been established.
2. The place of geography in the high school curriculum can be discovered only by determining objectively the relative value of the outcomes derived from various educational offerings formulated in accordance with various hypotheses concerning the relation of geographic training to the fundamental functions of secondary education.
3. The new program of geography for the high school shall be organized in terms of what educators have determined as the fundamental aims of geography at the secondary school level.
4. The geography to be taught depends upon what aims and objectives are uppermost in the teacher's mind.
   a - The teacher should decide what he hopes to accomplish by the course and its various units and then choose subject matter that will achieve the ends sought.
   b - In view of the relatively "poor" condition of

textbooks of geography on the secondary school level a wide range of selection of subject matter materials would seem to be necessary.

5. The organization of this new program of geography for the high school stresses the regional personalities of foreign countries in their fundamental relationships to the everyday problems of American citizens.

6. This new program of geography will, hopefully, present senior high school students, our citizenry of tomorrow, with more tolerant and understanding estimates of their environment.

B. Aims of a new program

1. The new program will carry out the aims of geography as proposed by the Commission on the Reorganization of Secondary Education.[1]

The Commission suggested that geography should play a vital part in civic education. "Education, both within and without the school should develop in each individual the knowledge, interests, ideals, habits and power whereby he will find his place, and use that place to shape both himself and society toward ever nobler ends." The report added that while all school subjects should contribute to citizenship, geography should have this as a dominant objective, for "Geography should show the interdependence of men, while it shows their common

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1. "The Cardinal Principles of Secondary Education." U.S.Bureau of Education, Bulletin No. 35, 1918, p. 14.

dependence of nature."[1]

2. The new program will also carry out the aims of geography as proposed by the Commission on the Social Studies (1934)

   a - To understand man's natural environment.

   b - To understand relationships between man and his environment.

   c - To develop a sympathy and an understanding among social groups.

   d - To develop an appreciation of man's interdependence on many environmental factors.

   e - To learn something of the natural resources and man's use of them.

   f - To learn useful facts concerning the earth and its products.

   g - To learn to use geographic materials.

   h - To learn something of the chief occupations.

   i - To acquire geographic concepts.

   j - To understand natural forces.

3. The new program will likewise carry out the aims of geography as proposed by the committee on geography of the National Society for the Study of Education.

4. The specific geographic aims to be realized in this new program will depend on the teachers adequate training in the comprehensive essentials of geography.

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1. Ibid.

Specific Recommendations

I. The purpose of the new program.

The fundamental purpose of the new program of geography for the high schools shall be to present senior high school students, our citizenry of tomorrow, with more tolerant and understanding estimates of their enviroment. In a previous section, the writer has endeavored to show that there are many civic values to be derived from the teaching of geography. To carry out the new program of geography, the teacher must be acquainted with the civic values in his own subject matter course. The individual teacher is charged with the responsibility of bringing to the foreground all the material of civic value which are related to his course. When the individual geography teachers have become aware of all the civic values in their subject, and when they have undertaken to bring civic values to the fore in their teaching, geography will be making a real contribution to civic education.

A. The approach to a new program.

In the last analysis the final success of a new program depends largely upon the approach made by the individual teacher.

1. A philosophic approach should be made in the construction and presentation of this new program of geography which will have as its ultimate goal, civic efficiency, i.e., aiding people to become better citizens.

2. As a primary requisite, the individual teacher should have a clear and precise picture of the American scene.
   a. He must know the essential requirements for good citizenship in the community life of his high school pupils.
   b. He should be aware of the civic shortages in the society which our future citizenry are about to encounter.
3. For the tentative development of the units of a new program of geography, the teacher should be cognizant of the civic values in this subject.
4. Subject matter materials should be selective in the light of the inherent civic values in the materials to be taught.
5. The teacher should use the essential civic values of subject matter materials as central reference points for drawing up the objectives for each unit of his course.
6. The teacher should choose subject matter materials which will enable him to carry out specific geographic objectives for the unit to be taught.

B. A possible procedure for the teacher.
   1. Discover the shortages in society which may hamper the possibilities of good citizenship.
   2. Relate the shortages to specific civic values of

the course which may help to offset such shortages.

a. Some typical questions which will serve as criteria for the teacher in relating shortages in society to the civic values of his subject are:

(1) "If it be true that there exists a dangerous lag of social adjustment behind the conquest of nature, will not the civic values of conservation teaching help in alleviating these shortages of the American scene? How may I challenge the student and instill in him a desire to participate actively in the responsibilities of good citizenship? Where are the materials which will help the pupils to understand the world in which they live? Will these materials present a challenge to better citizenship and appeal to the basic emotionally toned attitudes of pupils?"

(2) "If it be true that Americans do not have correct understandings about the countries and peoples in other parts of the world, will not the civic values of human geography and economic geography help to overcome this geographic

illiteracy and shortsightedness of the average American Citizen? Here again the teacher should find materials which will present challenges to a better, more enlightened citizenship. He may, with a purposive procedure, first present the shortage itself as a basic challenge. 'To the average U. S. citizen, South America is a vague triangle dangling down below the equator where the seasons are opposite and nobody needs to go.---- Among the generality of citizens of the U. S. the opinion still holds that South America is only a secondhand America played by a foreign road company with hand-me-down props on a provincial stage.'[1] The teacher may lead this future citizenry into a better concept of democracy than is now held by the average American citizen; and he may do this without casting stigma on the American form of government. The teacher will find ample material in the newspapers and magazines for making this

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1. "Challenge in South America", Fortune, Dec. 1937 (Editor).

start of a new program from a social starting point. From the material in economic geography, he will be able to illustrate the points which this article introduces." "It is also true that for a hundred years or so, the people of the U. S. have depended on the countries of Central and South America for products which they use every day--sugar, coffee, fruits, chocolate, rubber, oil, copper, tin, nitrates, and manganese, to mention only a few." "And yet we Americans of the U. S. know very little about the countries or peoples of Latin America. Ask almost any group the simplest question about them and ten to one you'll get answers that would delight a Ripley but certainly wouldn't flatter a Latin American. To most of us it's a region more foreign than Europe or Asia; a land of tropical jungles and exotic fruits; of bullfights and rhumbas; of revolutions and banditry."[1]

The geography teacher should be aware of

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(1) Goetz, Delia and Fry, Varian "The Good Neighbors," The Foreign Policy Asn., 1939 P.1

other misunderstandings on the parts of Americans of our foreign neighbors. The ignorance and wrong slants of American secondary school students concerning Canada, for example, were revealed in no uncertain terms by an objective study."[1]

(3) "If it be true that many American citizens hold prejudices toward the people in our midst of foreign birth and foreign extraction, will not civic values of geography help me to prepare a more enlightened citizenry?"

(4) "If it be true that there are lack of understandings amongst the different sections of the United States, will not the civic values of geography help to offset this shortage in our American society?"

(5) "If international anarchy threatens us with the outbreak of another holocaust that will menace civilization itself, is it not my duty to neutralize the dangers of wrong attitudes on the part

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1. Hauck, Arthur, "Education and Canadian - U. S. - Relations," Thirty-Sixth Yearbook of Nat. Soc. for the Study of Ed., Part II: "International Understanding Through The Public School Curriculum", P. 271-279, Public Sch. Pub. Co., Bloomington, 1937

of my pupils?"

(6) Other questions may be drawn up by the individual geography teachers which present challenges to a better order of the American scene. The geography teacher should be acutely aware of the fact that our public school courses are responsible for better citizenship and that his course may not be doing its part in sharing the burden of this responsibility. "A frequent criticism of the public schools today is that they are failing to give high school students practice in finding and attacking critical problems of local, state, national or international concern in present socila living."[1]

b. Having decided what he hopes to accomplish by the course, the teacher should choose subject matter that will achieve the ends sought.

c. He should then group subject matter into a few large units having definite aims related to the course as a whole.

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1. Lackey, Earl "The Need for Geography Education in the Senior High School," School and Society, September 12, 1936 P. 331.

d. It is vitally important for the individual teacher to choose subject materials which will enable him to carry out the geographic objectives of the units.

e. The teacher should also select subject materials which will enable him to carry out specific civic objectives of the unit.

f. The teacher should be cognizant of the major functions of secondary education and their relationships to the civic values of geography subject matter materials.

Note table four on page 24.

g. The teacher should be aware of the significant trends in the new geography teaching.

Table 4 -- The Relation of Geography to the Major Functions of Secondary Education[1]

| | | |
|---|---|---|
| a directive agency for adaptation to the environment in which the child has been born | development of the affective nature of man | development of new interests, aspirations and power to sense new values, individual and social, the attainment of which must bring new permanent satisfactions and cause society to reach even higher levels of living than even now enjoyed. |

Important Civic Values of Geography

| | | | | | |
|---|---|---|---|---|---|
| experiences in community and national planning programs | interprets news of the world on a scientific basis | provides a basis for international understanding | vital understanding of the people in our midst | an understanding of the need for preventing waste of resources | establishes civic rules and encourages unselfish patriotism |

A possible Program of High School Geography

| | | | | |
|---|---|---|---|---|
| Human Geography | Political Geography | International Geography | Conservation Education | Economic Geography |

1. From: Bossing, N.L., "Progressive Methods of Teaching in Secondary School," Houghton Mifflin Co., N.Y. 1935. pp. 14-17.

## II. GENERAL FEATURES OF THE PROPOSED PROGRAM

The geography program outlined here is meant to be suggested only as a possible program for the high school. The sequence proposed cannot be followed in all school situations, but it may be adapted to many of the high schools with which the author is acquainted. The program chosen by the school administrator, will, of course, vary with the particular necessities of the given school situation. The choice of program will be influenced largely by the amount and type of foundation work in the elementary grades, and will be dependent upon the adequate training of the teachers in geography subjects. The program offered here will, hopefully, meet all of the following school situations:

1. a great spread of individual differences among students
2. a great variability of the amount of previous geography training of students and,
3. a large number of non-college students.

The program is intended to be an integral part of civic education in the high schools. The geography courses presented in the sequence below recognize the following three factors:

1. the manifold civic values to be derived from the teaching of the subjects
2. the objectives of the courses contribute to the attainment of the objectives of secondary education
3. the basic principles of curriculum construction formu-

lated by the Committee on the Teaching of Geography for the National Society for the Study of Education.[1]

## III. A SUGGESTED PROGRAM SEQUENCE

The program sequence for the high school as here suggested is:

| | |
|---|---|
| First Year: | A first semester course in "Physical Geography of Major World Regions". |
| | A second semester course in "Conservation of the Public's Natural Resources". |
| Second Year: | A full year course in "Human Geography--The People of the World". |
| Third Year: | A first semester course in "Economic Geography of the World". |
| | A second semester course in "Occupational Geography of the United States". |
| Fourth Year: | A full year course in "International Geography--The World's Politics". |

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1. Thralls, Zoe "Some General Curricular Principles And their Applications," The Thirty-Second Yearbook of the National Society for the Study of Education: The Teaching of Geography. The Public School Publishing Company, Bloomington, Illinois, 1933, Chapter XIV

# CHAPTER V

# ILLUSTRATIVE UNITS

Course: "The Conservation of the Public's Natural Resources"

Unit I. The Conservation Policies in the United States

Section A: Conservation in Local Communities

Section B: Conservation in the Nation as a Whole

Illustrative Unit of a high school course Conservation of the Public's Natural Resources.

Objectives of Unit I: The Conservation Policies in the United States.

A Geographic objectives and civic objectives.

1. to understand man's natural environment.
2. to understand the geographic factors involved in man's environment.
3. to learn to use geographic materials.
4. to acquire geographic concepts.
5. to understand the need for cooperative efforts of members of the community and the nation to offset the misunderstandings and evil practices in the utilization of natural resources by other members of society.
6. to realize the maleficent effects of the exploitation of the nation's resources.
7. to develop the ability to offer constructive criticism of policies and projects of the local, state and federal government.
8. To replace much of the sentimentalism about conservation with facts and understanding.
9. to develop the realization that conservation must be considered as dependent upon natural laws.
10. to develop a knowledge of the kinds of activities in which man engages in in conservation.
11. to realize that conservation implies some type of public control.

Section A: Conservation in Local Communities

Aims:

1. to know how better living in the local community may be gained by conservation practices.
2. to plan a better policy of conservation for the community.
3. to understand what geographic factors are involved in conservation practices.

I Why is there more interest than formerly in the conservation of our resources and in the better planning of our social and economic life?

A - Mention some of the maleficent practices that have led to the public becoming aware of conservation problems?

1. Show the extent of the public loss through wasteful utilization of American resources?

II Why is submarginal land becoming a civic problem? What are the geographical causes of submarginal land?

A - Does the elimination of this phenomena make for better living in a community?

B - What uses may be made of such land?

C - Do you know of any submarginal land conditions in your community?

III What type of "town plan" has your community carried out?

1. What are the benefits to be derived from effective land use planning?

a - what type of soils have been classified in your

"town plan"

(1) In what way do the deposits of sand in your town affect the construction of roads.

(2) What is a kamey area?

(3) Where are the farm lands in your community? On what type of soils are they located?

2. How does a town plan help to make our community a better place to live in?

(a) it helps the farmers by _____.

(b) it helps the storekeepers by _____.

(c) it helps the home owners by _____.

(d) it helps all of the people by _____.

IV Which policies of conservation have been carried out by your community?

(1) reforestation

(2) land planning

(3) street planning

(4) flood control

(5) tree surveys

(6) gypsy moth control

(7) swamp drainage

(8) weather reports

(9) preservation of wild life

(10) programs for parks

(11) programs for irrigation

(12) programs for preventing soil erosion

(13) recreational use of land

(14) maintaining a constant water supply

V What are geographic factors?

VI What geographic factors must be kept in mind by your public officials in carrying out these individual programs?

1. In what ways do you think waste may be avoided in carrying out these public projects? How may a knowledge of geographic factors help us?

VII Problem

"A Plan for Water Conservation In Our Town"

Directions:

1 plan a policy of conservation for your community which will adequately regulate the water supply of your town:

a - for recreational purposes, designate:

(1) ponds for swimming use only

(2) ponds for fishing use only

(3) ponds for other uses (boating etc.)

b - plan sources for drinking purposes

(1) ponds and lakes

(2) rivers and brooks

(3) artificial reservoirs

(4) artesian wells

c - plan supplies for industrial purposes

(1) water falls

(2) rivers

(3) brooks

(4) ponds and lakes.

2 An "over-ambitious" cotton manufacturer has persistently drained Lake Borne which many of the citizens in our town wish to use for recreational purposes. Design a plan for the "citizens' Committee of Lake Borne" to overcome this difficulty.

VIII Problem

What is the work of the State Planning Board?

In what way does it serve in making the state a better place in which to live ~~in~~?

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Section B: Conservation in the Nation as a Whole

Aims:
1. to know the significance of the conservation movement.
2. to understand the interest of the public in conservation.

I Trace the history of the "conservation movement" in the United States.

II Name ten important citizens who led the uprising against the exploitation of the nation's resources.

A What part did Gifford Pinchot take in this uprising of public opinion?

B How did Theodore Roosevelt aid materially in the "conservation movement"?

III Which of the nations resources are in danger of exhaustion?

IV Does the public seem to be vitally interested in the need of conservation? If so, where?

V Why are natural resources primary determinants of individual and social life?

A Compare the conditions of life in the Middle West with those in the share-croppers' area of the South?

1 How may those conditions be made more nearly the same?

VI In what sense do all of the natural resources in the United States claim the interest of each and every John Q. Citizen?

A Do most of our natural resources have to be regulated in the interest of the public?

B Report on any two examples of exploitation of the resources of some area in the United States during

recent years? Who were the Robber Barons?

VII When were the national forests organized?

Where are the national forests?

Who was Richard Franklin Pettigrew?

VIII List all of the national parks in our country

1. How are they controlled?
2. Why were they set aside?
3. Describe one of the national parks showing how it was geographically determined.

IX The Work of Government Organizations.

A What services are rendered to the public by the following government agencies?

1 Weather Bureau
2 The Soil Survey
3 The Geological Survey
4 The Biological Survey
5 Bureau of Plant Industry
6 The Hydrographic Office of the Navy
7 The Army Engineers
8 The Air Corps of the Army
9 The Air Corps of the Navy
10 The Geodetic Survey
11 The Forest Service
12 The General Land Office
13 The Aeronautics Branch of the Department of Commerce
14 The Bureau of Mines
15 The Bureau of Fisheries

16 The Bureau of Public Roads

17 The Reclaimation Service

Questions for discussion

1. Should the federal government arbitrarily set a limit to the use of certain natural resources?

2. Should the government create plans for conservation and carry them out vigorously?

   a - Should the state's rights doctrine be abandoned?

3. Should the work of the Civilian Conservation Corps and the Tennessee Valley Authority be extended?

   b - What is Regional Planning

4. "It is a common opinion of American economic geographers, economists and conservationists that an appreciable fraction of the huge sums of money spent on our waterways is unwisely spent. Each river and harbor appropriation is a 'pork barrel' out of which many senators and representatives extract money on the plea of rendering more servicable the water-transportation facilities of their respective districts, but in reality indirectly to buy votes."[1]

   If you were a tax payer what geographic factors would influence your decision to vote for or against a large-scale harbor improvement in any nearly coastal city.

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1. Parkins, A.E. "The South Its Economic Geographic Development" p. 80, Wiley, New York, 1938

5. The South has been called the "Number One Economic Problem of America." To what extent has the problem in the South been due to:
   (a) soil exploitation
   (b) forest exploitation
   (c) soil wash
   (d) destructive floods
   (e) lack of conservation practices
   (f) poor agricultural policies
   (g) Gullying.
6. Where are deserts "on the march"?
   a How may a policy of conservation prevent the land of these American citizens from moving away?

The Conservation of the Public's Natural Resources

Unit I The Conservation Policies in the United States

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Course: "International Geography"

Unit on Latin America

Section A "The Plan for an American League of Nations"

Illustrative Unit of a High School Course: International Geography

Objectives of Unit I: Latin America

A Geographic objectives

1. To understand geographic principles involved in the development of the Latin America
2. To understand why geographic factors must be considered in planning a policy of cooperation between the United States and Latin American countries.
3. To understand the regional personality of each part of Latin America.
4. To acquaint the pupil with the various agricultural products of Latin America.
5. To acquaint the pupil with the various commercial products involved in our trade with Latin America.
6. To understand the broad outlines of the diplomatic policy of the United States toward Latin America and to know the geographic determinants involved in this policy.

B Civic Objectives

1. To foster and stimulate an understanding attitude toward alien peoples.
2. To show how the peoples of Latin America may do things for us and to show the need of more effective cooperation among the American countries.

# CHAPTER IV

## Illustrative Units

## Unit on Latin America

Section A - The Plan for an American League of Nations

Aims of Section A:

1: to understand the geographic factor involved in an American League of Nations

2: to recognize the geographic factors involved in the "backwardness" of some Latin American countries.

3: to recognize some achievements of Latin Americans.

I What do you think of an " American League of Nations"?

a - plan a line-up of nations for such a league.

b - what should be the purpose of this league?

c - would such a plan promote cooperation among the American nations?

d - on what geographical factors does the success of this new league of nations depend? Include the following geographical factors in outlining your plan:

(1) extent of hinterland

(2) nearness to large markets

(3) population

(4) cultural and social progress of the peoples

(5) type of people

(6) Commercial agricultural products

(7) Commercial manufactured products

(8)Natural resources

(9) soil fertility

(10) topography of the land

(11) type of government

(12) nearness to the United States.

e - in working out your plan you will find it wise to make a chart of all the geographical factors which will be involved in the working of this American League of Nations.

f - are there sources of discord among the American nations? If so, what? Are these sources of discord due to any of the following causes?

(1) lack of organized government

(2) isolation of the nation from the elements of progress in other countries.

(3) racial hatreds.

(4) misuse of the nation's resources.

(a) exploitation by domestic concerns

(b) exploitation by foreign companies

g - in what ways do you think that the U. S. may cooperate with the countries listed below. What are the geographical advantages of these countries? What are some of the geographical disadvantages?

(1) Mexico

(2) Panama

(3) Nicuragua

(4) Colombia

(5) Argentina

(6) Brazil

(7) Bolivia

(8) Uruguay

(9) Paraguay

(10) Chile

(11) Peru

h What is the Monroe Doctrine?

i What is the Pan American Union

j What is the Pact of Lima?

k Who was Simon Bolivar?

l Are all of the South American heroes "foreign deseradoes"

m Mention some of the cultural achievements of the Latin American Republics

n Show by climate charts that Latin America is a land of "sharp contrasts" rather than just a steaming jungle as is so often pictured in our movies.

(1) how much of Latin America lies in the temperate zone?

(2) what topographic features make Latin America a land of climatic extremes or "sharp contrasts"?

(3) what effect does climate have on the location of peoples?

o What is meant by the "Good Neighbor"?

p Does the good neighbor policy differ from the "dollar diplomacy" policy?

q Did expropriation of the propeties of foreign oil company affect the good neighbor policy in Mexico?

r What is meant by "Totalitarian Penetration"?

(1) What commercial products do the totalitarian states seek in South America?

(2) Compare the geographical distances between Latin American and points in the United States with those between Latin America and points in Europe.

s What should be the policy of the United States in seeking a better understanding of South Americans?

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# SUMMARY AND CONCLUSIONS

## SUMMARY AND CONCLUSIONS

The teaching of civic values is a responsibility which the schools have been charged with by our democratic society. The term "civic values, as used in the thesis, connotes estimates of the school child's civic environment. The development of techniques for examining the civic environment in a tolerant and understanding way is part of the school's responsibility and, as some educators have already indicated, a fundamental consideration of education must be concerned with the responsibility for judgments.

The student derives many "values" or estimates from his school life many of which will carry over into his civic life either as prejudices or as tolerant and understanding estimates. The geography lesson, for example, has been said to have developed a detestable type of "paternalism" in the later civic life of the pupil. Many of the attitudes which American citizens hold are the result of geography instruction in the school and knowledge gained from textbooks.

The problem of this thesis is to discover a way of teaching geography which will present senior high school students, our citizenry of tomorrow with more tolerant and understanding estimates of their civic environment. The fundamental purpose of the study, as stated in the thesis, is to find the civic values of geography, and to bring the discovered values to the foreground of geography teaching.

Pursuing the above mentioned purpose, the educational offerings of geography textbooks were examined for evidences of civic attitudes. Little or no direct evidence of such attitudes was forthcoming from the author's survey. Many of the geography textbooks, on the contrary, are too much concerned with revealing differences between peoples rather than pointing out the vastly greater number of likenesses which exist between them. Such textbooks nurture a feeling of paternalism and possibly racial hatred in the civic life of the pupil. The author presented a list of the shortcomings which he found from his examination of geography textbooks, and offered specific recommendations for improving geography texts for secondary school use.

The writer has also reexamined quite critically the teaching of geography as he has seen it conducted in the high school. The study, in so far as it went, seemed to show that civic education is receiving only passing attention from geography teachers.

In the light of the shortcomings found both in geography textbooks and in geography teaching, there would seem to be a crying need for geography textbook writers and geography teachers to rediscover the range to which the study of geography extends itself, and to search very diligently for all of the practical values in their subject matter fields. The shortcomings may, with intelligent effort, be changed into a battery of objectives for realizing the true civic values

of geography.

Geography, as the study of the reciprocal relations which obtain between man and his environment is, in the opinion of the author, one of the most dynamic subjects in our elementary schools and, where taught by competent teachers, one of the most valuable. In the colleges and universities geography has expanded very rapidly. But between these two school levels, there is a great hiatus at the high school level. In the last four years of high school there is an almost complete drop-out of geography subjects.

The author knows of no single valid reason for such a phenomenal hiatus, but he does offer for consideration some contributory reasons for the deplorable condition of geography in the high schools. A fundamental reason is that geography has not been set up as a potential instrument in training for citizenship at the high school level. Instead, this subject matter field has been set aside wholly, either as an allied preparation for business, or as an exclusive preparation for college. At any rate, the study of the status of geography has revealed that geography is floundering in the secondary school curriculum. It would seem to be quite necessary at this time for geographers and educators, who are interested in the future welfare of geography in the high schools, to define very clearly the true position of geography subjects in relation to recent educational tendencies.

The writer's immediate concern in this thesis, however, is the improving of geography instruction in the high schools to the end that the position of geography in relation to civic education may be coherently illustrated and defined. The teacher of geography must, first of all, make a new approach to the problem of presenting our senior high school students with more tolerant and understanding estimates of their civic environment. As a prerequisite to the new approach to geography teaching, the geography teacher needs to become alert to the manifold civic values of geography. The teacher of geography should consciously strive toward giving our future citizenry more tolerant and understanding estimates of their civic environment.

In his thesis, the writer has offered for the consideration of high school teachers twelve of the more fundamental and practical civic values of geography, and he has indicated the relative worth of the civic values to our programs of educating for citizenship. A possible procedure is then presented to the individual geography teacher for bringing to the foreground the civic values of the course which he may be teaching. A philosophic approach is essential in order to effect a more vital type of teaching. The teacher is instructed by the "Outlines for a New Program" to examine with critical regard all of the American scene. He should determine the requirements for good citizenship in his school community. The reacher should know likewise some of the shortages in the

American scene which tend to become many of the besetting sins of civic behaviors. He may relate some of the shortages, such as, racial prejudices and political illiteracy to the civic values of his subject matter field. The racial differences between peoples are explained and accounted for by geographic principles. Misunderstandings of foreign countries may be related to the civic values of political geography which presents a scientific interpretation of the controversial issues which exist among many nations of the world. Respect for foreign people and foreign countries will be encouraged by the facts of economic geography which show that foreign people are doing things for us. The strange customs of foreign peoples are interpreted in the teaching of human geography. The knowledge gained from the teaching of geography is an essential part of equipment for citizenship, as the writer has endeavored to show in his thesis. Geographic literacy will, hopefully make for a more enlightened American citizen.

The author has presented for the consideration of geography teachers a few of his own illustrative units. The units are set up with some of the more practical and essential civic values in mind. The civic values were used as central reference points in drawing up the more immediate geographic and civic objectives of each unit. The author endeavored to carry out the specific procedure which he has outlined in his presentation of "The Outlines for a New Program."

The above mentioned illstrative units will not suffice for every type of program in the high schools. The units must be constructed by the individual geography teachers to fit the particular school situation. The sequence of program of geography in the high school will likewise vary with the given school situation. The author has endeavored to indicate only, in broad outline, how the new program should be set up, so that geography may become an allied preparation for citizenship. The keynote for every new unit and program of geography should, however, be a challenge to a new and better order of the American scene. In the last analysis, the degree of success of the new program of geography teaching which the writer offers to high school teachers of geography, will rest largely with the teachers' acquaintance with the manifold civic values of geography.

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Courses helpful as background and in the construction of the thesis:

COURSES AT BOSTON UNIVERSITY

COURSES AT CLARK UNIVERSITY

## Courses at Boston University

Helpful in construction of thesis

1. In understanding present trends of secondary education.

   Professor Eaton, First Semester

   Teaching Practices in Secondary Schools

   Professor Gooch, First Semester

2. In understanding racial prejudices and in developing recommendations for the Text Book Analysis

   Educational Sociology, Professor Makechnie, First Semester

3. In adjusting geographic studies to civic objectives

   School and Society, Professor Mahoney, First Semester

   Education and Democracy (Seminar)

   Professor Mahoney, Second Semester

## Courses at Clark University

Helpful as a background for the thesis work

Political Geography, Professor Van Valkenburgh

Economic Geography, Professor C.F. Jones

Conservation of Natural Resources, Professor W.W.Atwood

Principles of Geography, Professor W.W.Atwood

Geographic Regions, Professor W.W.Atwood

Geography of New England, Professor W.W.Atwood

Geography of the Caribbean, Professor C.F.Jones

Meteorology, Professor Stotz

Geography of Europe, Professor Van Valkenburgh

Geography of North America, Professor W.W.Atwood